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ABSTRACT

The booklet, part of a series on Project CAST (Community and School Together), a community-based career education program for special education secondary students, presents information for community resource persons. The resource person's role is explained, and his/her activities in four phases of the project are delineated: career awareness (hosting a field trip); career exploration (providing a 1-day "shadowing" experience and visiting project classes as a guest speaker); career investigation (providing opportunities for the student to observe job tasks , perform them with assistance, and perform them independently); and on-the-job training and work study. Suggestions given for resource persons involved with students in the first two phases touch upon possible field trip and guest speaker topics, general information about project students, and possible information for students during shadowing experiences. The booklet concludes with sample evaluation forms to be completed for each stage. (CL)

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PROJECT CAST

RESOURCE PERSON HANDBOOK

Charles County Board of Education
La Plata, Maryland 20646
John H. Bloom, Superintendent
Office of Special Education

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EC 162111

Resource Person

questions & answers

Project CAST

Question: WHAT IS CAST?

Answer: Project CAST is a career education and life skills program to help special education students learn how to live independently and make decisions about the world of work. CAST students learn about themselves and their community before trying out new skills in selected jobs. CAST students study important basic school subjects and may even receive on-the-job training for pay. CAST is an adventure in working and learning.

Question: WHAT DOES PROJECT CAST MEAN?

Answer: CAST stands for "Community and School Together"

Question: WHO IS CAST FOR?

Answer: Project CAST is not for every student. CAST program members are students who need and want to learn the everyday skills of living and working. CAST members are 14- to 21-year-old students who are enrolled in Special Education for over half of each school day. Many of these students find regular school

subjects hard and frustrating. CAST offers a different way to learn.

Question: WHAT DO STUDENTS LEARN IN PROJECT CAST?

Answer: Students learn about everyday living and working. The courses in Project CAST cover many interesting and important subjects. Some of these are: using a telephone, reading newspaper ads, managing money, using a bank, knowing about first aid and safety, reading maps and signs, finding and managing a house or apartment, finding and keeping a job.

Question: HOW DOES CAST WORK?

Answer: CAST students attend special classes for at least 3 hours during the school day. Parents, teachers, students, and employers make up the CAST team. Community and school together means that this team works together to help special needs students learn and practice all the things needed to live and work as adults in our community. CAST students study and work at their own speed and on their own level.

Question: WHAT DO STUDENTS DO IN THE CAST PROGRAM?

Answer: In the CAST program, 9th graders go on field trips and hear community guest speakers. They learn to understand themselves and learn about different jobs in the community. In the 10th grade, students explore jobs that interest them, learn about job requirements, find out more about their own interests and abilities,and how these can tie into a

job. In the 11th grade, CAST students "try-out" different jobs. This helps students find out if they like and can do a job. Students may try out up to four jobs in one year. Students spend up to 4 days a week (for four weeks) at a job site in the community. In the 12th grade, students choose jobs which fit their needs and skills. Project CAST teachers help them find jobs.

Question: DOES CAST HELP STUDENTS FIND JOBS?

Answer: First, CAST students are given lessons and activities that tell and teach about many of the important ideas and skills needed in the world of work. Later, when students are ready, they take field trips to visit places of work in Charles County. Next they pick jobs to try-out to see if they like the work. As soon as a CAST student selects an occupation that he/she likes and can do well, the CAST team helps the student find a job. The CAST program gives special students the chance to learn to work in the community.

* * * * * * * * * * *

A Resource Person is . . .

- a contributing working member of the community
- an individual concerned with the education of students
- an individual involved with providing learning experiences for a student at a job site which helps to develop a student's occupational and career decision-making skills
- an important participant in Project CAST

WHAT DOES A RESOURCE PERSON DO?

The Resource Person provides learning experiences for project students. This is accomplished in a variety of ways through each of the four (4) program phases.

Phase I/Career Awareness: The Resource Person hosts a field trip which gives students an opportunity to view your facility and to see and hear about the many different kinds of jobs located at your place of business.

Phase II/Career Exploration: The Resource Person provides a one day, one time 'shadowing' experience for a student. The student is paired with an employee to observe his/her work day, ask questions, and possibly try-out a task with the employee. Due to transportation scheduling, shadowing experiences generally last from 2 - 3 hours only.

Phase I or Phase II Guest Speakers: The Resource Person visits Project CAST classes (in school) to present information about the variety of jobs located at his/her work site (Phase I students) or to specifically address his/her job at the place of business (Phase II students). In the role of guest speaker, the Resource Person can provide descriptions of job(s), show tools of the occupation, discuss job qualifications and opportunities, and share insights which come with work experience. Many Resource People have found that utilizing a demonstration and visual representation format has been very successful with our students.

Phase III/Career Investigation: The Resource Person provides the student with opportunities to observe, perform with assistance, and to perform independently tasks which are part of the job being sampled. The Phase III student is exposed to new and challenging activities so that the experience is one of learning, not producing. Students are monitored in the areas of work skills and attitudes and are given useful feedback in order to improve their performance.

Phase IV/On-The-Job Training and Work Study: The Resource Person provides the student with on-the-job training (a paying position). The employer helps the student acquire entry level job skills such that the student moves to producing for the employer. Students are monitored on work skills and attitudes and are given feedback in order to improve their performance.

PLEASE SHARE ALL PERTINENT INFORMATION WITH THE LEARNING COORDINATOR ON YOUR EXPERIENCES WITH OUR STUDENTS . . .

WHO CAN BECOME A RESOURCE PERSON?

Any employer and/or employee in Charles County may become a Project CAST Resource Person.

People to Call

Resource Persons should feel free to contact Project CAST staff at any time. We like to hear about the experiences you are having with the program.

There are special times though, when it may be essential to hear from you.

ESSENTIAL TIMES	WHO TO CALL
1. Resource Person needs some 'extra' ideas of ways to help the student learn new concepts/tools, etc. 2. Student needs to learn certain new things in school to do a job task on-site. 3. Student needs different work behavior(s) to be successful on-site.	The Student's teacher.
1. Project staff need to make more frequent/satisfactory contact with you.	Contact the teacher first. If a problem exists, call the Project Office.
1. Need more information about the program, transportation problems, unavoidable change in student work hours, medical questions, other.	Call the Project office.

***** IF A PROBLEM OCCURS, PLEASE FOLLOW THE PROCEDURES LISTED BELOW. *****

1. Speak to the student or students having difficulties in order to resolve the problem.

2. If the problem remains unresolved, discuss the situation with the teacher.

3. In the event that the problem continues, please contact the program coordinator of the appropriate phase.

EMERGENCY !!!

Take the appropriate action and call the Project Office IMMEDIATELY!!!

NUMBERS TO CALL

F. B. Gwynn Educational Center	934-3884 or 870-3684
Lackey High School	743-5431 or 753-6600
La Plata High School	934-1100 or 870-3364
McDonough High School	934-2944 or 870-3502
Thomas Stone High School	645-2601 or 843-6066
Project CAST Office	932-6610 or 870-3814

Program Manager/Coordinator, Phase I and II

Program Coordinator, Phase III and IV

Project CAST Secretary

Helpful Hints for Resource Persons of Phase I and II Students

"HELPFUL HINTS" FOR RESOURCE PERSONS OF PHASE I STUDENTS

The purpose of the Phase I field trip is to show special education students (usually 9th graders) the variety of occupations available in Charles County. The students may participate in up to six (6) field trips each year. Each field trip consists of approximately three (3) site visitations. Students need a general description of the occupations available at your establishment (see enclosed list of topics). At least one (1) teacher will accompany each group of students to your site.

So that each field trip is successful for both the student and the community resource person (RP), several teachers and I have compiled a list of "helpful hints" for presentations. They are as follows:

1. Introduce yourself to the teacher and students (name, title, short job description) so that a friendly rapport is established immediately.

2. Students are handicapped, please try to use a simple vocabulary.

3. Students may need information to be presented several times to make a point clear. It is allright if all of the students do not understand everything you say.

4. Students usually prefer demonstration and participation as they are better understood than lectures.

5. Students may also have a short attention span during periods of little movement and long lectures. Please try to limit lectures!

6. Students have a tendency to be very "honest" in their responses. Please don't get offended or take their comments personally!

7. Students may have a difficult time stating their questions, please be patient.

I hope that these suggestions are helpful in your upcoming presentation. If you have any questions, please feel free to contact the Project CAST Office.

POSSIBLE FIELD TRIP AND GUEST SPEAKER TOPICS

1. Occupations available on-site
2. General hours of work
3. Major worker responsibilities
4. Training required (what kind, how long does it take)
5. Special requirements, such as licenses, certifications
6. Special type of clothing required to work at site
7. Special safety equipment required
8. Transportation requirements
9. Beginning pay for workers
10. Positive aspects of occupation
11. Special holidays off
12. Fringe benefits
13. Negative aspects of occupation
14. Possible hazards of job
15. Opportunities for advancement
16. Future forecast for job (in Charles County)
17. Other opportunities in the U. S. for these types of skills/jobs

INFORMATION FOR RESOURCE PERSONS OF PHASE II STUDENTS

The purpose of this Phase II shadowing experience is to show special education students (usually 10th graders) general information about a specific occupation. Shadowing for Project CAST means to work with a particular individual who has an occupation that a student possibly is interested in pursuing as his/her career. The student would spend one day (approximately 10:00 a.m. - 1:00 p.m.) observing, taking notes, asking questions, and participating when possible/reasonable with the person he/she shadows. Students are brought to an agreed upon resource person (community participant) in the morning by the teacher. The teacher will take all students to their RPs (resource persons) and will then rotate to the different sites throughout the day. If any problem arises (while shadowing), please feel free to communicate the problem with the teacher when he/she is at your site. If a more immediate problem arises, please contact the Project Office at 375-8171. Students need to be with a resource person throughout their day. Students are responsible for bringing their own lunches or money to purchase their lunch. Please do not feel obligated to provide lunch. Teachers will be back with the bus at the end of the day to pick up their students.

Some additional information about our students:

1. Please treat our students as potential employees.
2. Please feel free to use the enclosed field trip/ shadowing topics to help your student(s) to become aware of the various components of your job.
3. Please be aware that teachers or Project CAST staff may stop by to take a picture/video-tape of their student(s).
4. Please tell students where classroom subjects 'tie-into' job related skills.
5. Please try to use a simple vocabulary.
6. You may be asked questions which are not appropriate (for example, How much money do you make?). Please let the student know that they should not ask this type of question.
7. Please be aware that some of our students give very honest answers, so you may want to avoid delicate (controversial) subjects/questions.
8. Please remember that the Phase II student is just beginning to explore specific jobs and may not understand everything you do.
9. Students usually like to feel useful, if it is possible, please allow them to sample experiences.
10. Students usually prefer demonstrations to verbal explanations.

We hope your upcoming participation with student shadowing will be a great success. If you have any questions or concerns, please feel free to contact the Project CAST Office.

Possible information to be given to students during a field trip or shadowing experience or possible information students might want to request during a field trip or shadowing experience.

Actual job title or titles at job site
General hours of workers
Major responsibilities of job or jobs
Training required (what kind and how long does it take)
Any special requirements such as licenses, certifications
Any special type of clothing required to work at job site
Any special safety equipment required
Any transportation requirements
Beginning pay for workers
Positive aspects of job
Any special holidays off
General benefits of job (such as insurance, etc.)
Negative aspects of job
Any possible hazards of job
Any opportunities to move-up at the job site
Future forecast for these jobs
Any probability of working in this immediate community
Other opportunities in the U. S. for these types of skills/jobs

EVALUATION FORMS

PROJECT CAST

PHASE I

CAREER AWARENESS

Resource Person Field Trip Evaluation

Business _____ Date of Field Trip _____

Resource Person _____ School _____

RATE GROUP BEHAVIOR AS + ✓ -

	+	✓	-
1. The group arrived on time.			
2. The group followed site rules.			
3. The group's behavior and attitude was appropriate.			
4. The teacher controlled group and individual student behavior.			
5. The teacher promoted student questioning and interest in the site.			
6. The students asked general and work related questions.			

7. The Resource Person and teacher had an opportunity to talk about the effectiveness of the visit to your site. _____ yes _____ no

General Comments (what do you feel went well, not so well, and suggestions for future visits)

_____

_____

_____

Please return to Project CAST as soon as possible in the enclosed envelope. Thank you very much for your assistance.

PROJECT CAST

PHASE II

CAREER EXPLORATION

Resource Person Shadowing Evaluation

Business _____ Student _____

Resource Person _____ School _____

Date of Shadowing Experience _____

RATE STUDENT BEHAVIOR AS + ✓ -

	+	✓	-
1. The student introduced him/herself to you.			
2. The student was dressed and groomed appropriately.			
3. The student observed the employee.			
4. The student had an opportunity to try-out a few tasks.			
5. The student asked questions related to the job.			
6. The student followed any directions given.			
7. The student's attitude and behavior was appropriate.			
8. The student related well to you and others.			
9. The student appeared interested.			
10. Your general impression of the student.			

	yes	no
A. If the student was a 'no show' were you notified in advance.		
B. Did the teacher visit the site during the day to observe.		
C. Did you and the teacher have an opportunity to discuss the effectiveness of this shadowing experience for this student?		

General Comments (what do you feel went well, not so well, and suggestions concerning the student or for future shadowings at your job site)

_____

_____

_____

Please return to the Project CAST Office in the enclosed envelope. The information you give is extremely useful to us, the teacher, and student. Thank you very much for your assistance.

PROJECT CAST

PHASE I and/or II

Resource Person Guest Speaker Evaluation

Business _____ Resource Person _____

School _____ Teacher _____

Date of Guest Speaking _____

RATE GROUP BEHAVIOR AS + ✓ -

	+	✓	-
1. The teacher and students were prepared for your arrival.			
2. The group displayed the appropriate behavior and attitude.			
3. Students asked questions related to your business.			
4. The teacher promoted student interest and questioning.			
5. The teacher and you had an opportunity to talk about the effectiveness of the presentation for this group of students.			

A. Was your presentation mostly:

1. demonstration
2. visual representation
3. lecture
4. a mix of the above

B. Did you discuss:

1. specific aspects of your job
2. general information about the many kinds of jobs at your business site
3. _____

C. Comments about what you feel went well, not so well, student interest level, any suggestions for future guest speaking events . . .

_____

_____

_____

Please return to Project CAST as soon as possible in the enclosed envelope. Thank you very much for your assistance.

Phase III

PROJECT CAST

CAREER INVESTIGATION

RESOURCE PERSON/STUDENT EVALUATION

Student: _____ Date: _____

Resource Person: _____ Site: _____

NOTE: To be completed by Resource Person at the end of each site placement.

AREA	*excellent*	*adequate*	*improvement needed*	*unsatisfactory*	*COMMENTS*
ATTENDANCE/PUNCTUALITY					
Attends site as scheduled					
"Reports in" to begin activities upon arrival					
Calls or notifies when absent					
APPEARANCE					
Dresses appropriately					
Groomed appropriately					
TASK PERFORMANCE					
Prepares tools and materials for work					
Finished first task and moves to second or asks for more work					
Asks for help when needed					
Recognizes errors and fixes them					
OTHER					
Behavior and attitude toward others: co-workers					
public					
supervisors					
Behaves in an acceptable manner when given evaluative comments					
Follows site rules					

Please list the job tasks that the student has learned to perform on your site. Check (✓) whether he/she can do them independently or with your help only.

	Can do all by his/her self.	*Can do with your help.*
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

THIS IS NOT AN OFFER OF EMPLOYMENT, BUT . . . . .

If you could, would you hire _____? ____ yes ____ no

Would you be willing to have _____ list you as a job reference when he/she begins looking for paid employment?

yes ____ no ____

COMMENTS:

Please return to Project CAST as soon as possible in the enclosed envelope.

Thank you very much for your assistance.

Phase IV

PROJECT CAST

ON-THE-JOB TRAINING/WORK STUDY

RESOURCE PERSON/STUDENT EVALUATION

Student: _____ Date: _____

Resource Person: _____ Site: _____

NOTE: To be completed by Resource Person at the end of each site placement.

AREA	excellent	adequate	improvement needed	unsatisfactory	COMMENTS
ATTENDANCE/PUNCTUALITY					
Attends site as scheduled					
"Reports in" to begin activities upon arrival					
Calls or notifies when absent					
APPEARANCE					
Dresses appropriately					
Groomed appropriately					
TASK PERFORMANCE					
Prepares tools and materials for work					
Finished first task and moves to second or asks for more work					
Asks for help when needed					
Recognizes errors and fixes them					
OTHER					
Behavior and attitude toward others: co-workers					
public					
supervisors					
Behaves in an acceptable manner when given evaluative comments					
Follows site rules					

Please list the job tasks that the student has learned to perform on your site. Please check (✓) whether he/she can do them independently or with your help only.

	Can do all by his/her self.	Can do with your help.
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

---

1. Which phrase below best describes the extent to which this student acquired job skills needed for employment? (check only one)

   The student:

   ___ a. has skills that make him/her immediately employable in this occupation

   ___ b. has acquired many skills but still needs a little more training

   ___ c. requires much more training before he/she is ready for employment

   ___ d. does not show the aptitude or ability to acquire the skills needed for this occupation

2. If you answered "d" to question 1, do you think that there are other jobs in this career field in which the student could succeed?

_____ yes _____ no

If you answered "yes", please specify the job or jobs you have in mind.

_____

3. With regard to basic education skills (e.g., reading, arithmetic, spelling, writing) necessary for the job, this student:

___ a. performed as well as he/she needed to

___ b. was weak in certain areas

___ c. needs to improve greatly in order to work at this kind of job

4. Please assume that business or economic conditions permitted and that you had job positions open and the authority to fill them. Which phrase below best describes your opinion of the student. Remember we are not asking you for a commitment.

___ a. I would not hesitate to offer this student a job.

___ b. I would possibly offer a job to the student after he/she had more training.

___ c. I would not offer a job to the student because I don't think that he/she can acquire the necessary job skills.

___ d. I would not offer a job to the student for reasons other than inadequate job skills (for example, work habits).

Comments:

Thank you very much for your assistance.